DOCUMENT RESUME

ED 150 571 CS 003 949

AUTHOR Goodacre, Elizabeth J.
TITLE Reading Research 1973.
INSTITUTION Reading Univ. (England). Centre for the Teaching of Reading.
PUB DATE 73
NOTE 21p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Foreign Countries; Publications; *Reading; *Reading Instruction; Reading Materials; *Reading Research; *Research Projects; Standards
IDENTIFIERS *Great Britain

ABSTRACT

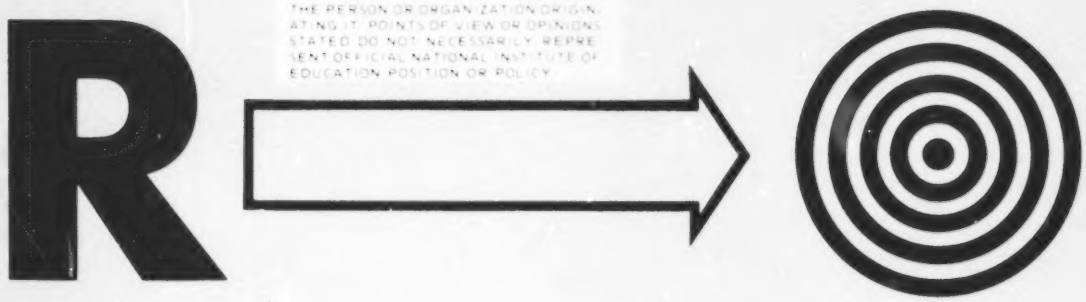
This booklet reviews reading research that was reported in Great Britain during 1973. The introductory pages highlight research in reading standards and tests, dyslexia and specific reading difficulties, remedial reading instruction, reading and its relation to language, reading materials, and reading interests. Annotated bibliographies list research reported in articles or books, articles on reading, booklets and brochures, and research projects in progress. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150571

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



READING RESEARCH 1973

ELIZABETH J. GOODACRE

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Centre for the
Teaching of Reading

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

Obtainable from the Centre for the Teaching of Reading
UNIVERSITY OF READING, SCHOOL OF EDUCATION
29 EASTERN AVENUE, READING, BERKS, RG1 5RU

CS 003 949

SURVEY OF READING RESEARCH, 1973

Introduction

It is hoped that this annual review of reading research is now an established service to teachers and researchers, lecturers and students. I think the format is now a satisfactory one – a brief, general review followed by an annotated list of research appearing in books or articles, articles on reading, books on teaching reading and the developing of reading interests published during the year (including useful booklets, book lists and bibliographies), and details of research grants, awards or new projects.

Listing in this way, using particular headings, can present some difficulties for the 'writer-compiler-abstractor'. One is not always clear to what extent studies of practice, in regard to a particular authority or country can be thought of as original research, in that these papers or articles tend to be the collating of information from different sources, or to draw upon already published research findings. Also, the published proceedings of the annual United Kingdom Reading Association (UKRA) Conference present a problem each year, as this volume of papers usually contains a number of interesting and stimulating articles, some by distinguished overseas visitors. The solution I have adopted is to note papers on research problems or those reporting research in this country, or papers of a theoretical nature which make a contribution to areas of study of particular interest in this country at the present time. Listing this volume's title in the book section, I hope that readers will consult it for themselves, to discover those papers of particular interest.

As I have explained at the beginning of this page, I hope this review is now an established and useful service. In fact, the continued publication of the review is dependent on copies of this publication selling, as it is a self-supporting venture. If it is a useful service, readers can help support it not only by purchasing copies, but by letting us know at the Centre about additional sources of information, improvements in the lay-out or text, or their comments on the usefulness or otherwise of this booklet.

Reading Standards

Last year there was some doubt about the reliability of the NFER reading survey results for England (Start and Wells, **The Trend of Reading Standards**) but the publication early in 1973 of the results of the Welsh and Northern Ireland survey results (Horton: Wilson) with their higher levels of school co-operation, confirmed the trends apparent in the English survey, ie that there had been little if any improvement in pupils' reading comprehension skills since the early sixties. Both the Welsh and Northern Ireland surveys highlighted the difficulty of obtaining reliable figures for the fifteen-year-olds, by reason of the level of school absenteeism for this age group. It would seem highly likely that the incidence of reading backwardness is underestimated at this stage of the educational system, and in turn, this could affect estimates of the incidence of illiteracy in the adult population. Bookbinder criticised the national surveys in regard to the practice of extrapolating findings at eleven down to seven years, suggesting that the only valid figures for the latter age group would be obtained by actually testing this group. He also queried the differing rates of reading progress recorded using different reading comprehension tests over a similar period of time, and the difference in rates which existed between national and local surveys. He suggested that spurious findings could be passed from one survey report to another, making comparisons of standards between one period and another hazardous. Certainly the more recent reports show a greater understanding of the limitations inherent in survey design and application, and are more tentative in the expression of their findings.

The year 1973 also saw the publication of survey results from two Scottish authorities (Aberdeen and Angus); the 1972 follow-up of the ILEA Literacy Survey; four EPAs projects in London (Deptford), Liverpool, Birmingham and West Riding; and the boroughs of Sutton and Slough. The ILEA survey, conducted just before the pupils transferred to secondary school, reported reading standards as being virtually the same as those when the children's attainment was measured at seven, with the ILEA children's mean score on a test of reading comprehension being ten months below that of the national sample. It was noted though that the girls' performance had deteriorated over the Junior school period. The Northern Ireland survey had also reported a similar deterioration in girls' attainment in reading comprehension between eleven and fifteen. In this connection it is interesting to recall Taylor's study of the leisure reading of secondary pupils in different types of schools, and his finding that girls in the Secondary Modern schools tended to read girls' comics up to the fourth year, and that there was a tendency for Secondary Modern pupils to gradually give up book reading for entertainment as they grew older. He recorded that Enid Blyton was the popular writer with secondary girls, and Ian Fleming the most popular with boys, irrespective of type of school, over the four year age group.

The ILEA figures also showed that although there continued to be good readers within each social class group, there tended to be an increase in the number of poor readers in the semi and unskilled groups during the years spent in the Junior school. The Aberdeen survey also noted the sharp decline in the standards at ten years of children from the lower working classes in comparison with those from professional homes who improved or maintained their progress in the Junior school. This trend had become more marked during the last decade, according to the Aberdeen findings.

Halsey and his colleagues also drew attention to the problem of deteriorating standards in the EPAs, stating that a sizeable proportion of non-readers were entering the secondary schools in these areas. For instance, the percentage of non-immigrant poor readers (defined as Reading Age two years behind chronological age) was 19% London, 18% West Riding, 22% Liverpool, and 36% for Birmingham. They considered it was not a problem of individual 'non-achievers' in a normal class, but rather a much more general and widespread pattern of low achievement. The mean score for EPA pupils was half a standard deviation below the national mean, and the mean for Birmingham pupils, a full standard deviation below. Undoubtedly, in all the areas the immigrant child's difficulties affect overall standards, but it is perhaps worth noting that the London West Indian children's mean score was higher than that of the Birmingham non-immigrant children's. In the EPA survey the distribution of the Asian children's scores was strongly skewed, evidence that some of these children are unable to attempt this type of reading test, probably because they cannot cope with the instructions or understand the directions involved in such a task. The problem of EPA schools also occurred in the Sutton survey of seven-year-olds, where although the overall standards were the same as the national test with 8% of poor readers, within this comparatively 'better off' urban area, there were four schools with more than twice this proportion of poor readers in need of specialised remedial help. In the Slough survey, it was possible to examine the relationship between month of birth, age and reading attainment for these first year Junior pupils, and although there was roughly the same proportion of backward readers among the younger and older age groups, the reading scores of the older children were significantly higher than the younger children, who had had two terms less in the infant school.

A study in a College of Education (Chapman) suggested that students entering this particular institution were less skilful readers than those entering ten years earlier, although there was no difference in the entry qualifications. These results apply only to this particular College, and there may be differences from one intake to another, but the study does draw attention to the fact that if the reading standards of school leavers have stood still (if not possibly declined) over the last decade, these pupils as students in higher education may not be as well equipped in study and comprehension skills as their lecturers and tutors anticipate, and therefore experience considerable difficulty in coping with some of their reading assignments.

Finally, the reading comprehension attainment and word knowledge of pupils in England, Scotland and Wales was compared with that of other countries in an international study (Thorndike). As the local authority surveys had shown, reading progress in Britain was closely related to socio-economic factors, reading comprehension at ten being influenced three and a half times more by home than the school, and the difference persisted at fourteen, but had almost disappeared by the final year in the sixth. A cross national study by Downing and his colleagues of the reading process and reading teaching in 14 countries showed that, as with different social groups, some countries emphasise the importance of reading much more than others do. Children experience this as more or less pressure on them to become literate. Also, a serious cause of confusion to children learning to read was 'linguistic mismatch'; many children in various countries failing because of a conflict between their home language and the language of the school.

Dyslexia and specific reading difficulties

Two studies were reported which were related to the perceptual characteristics of dyslexics. Stanley and Hall reported work with Australian pupils aged eight to twelve in the recall of letter arrays after a brief presentation. They concluded that there was a significant difference in the level of performance of dyslexics when compared with normal pupils, but they believed this was evidence of developmental lag in visual performance rather than a marked difference in the actual form of visual processing. Meredith described a study undertaken for the Road Research Laboratory, in which he and his colleagues examined 130 children who had been road accident victims and whose teachers had completed estimates of their intelligence, reading, arithmetic and emotional stability in relation to the other pupils in their classes. His hypothesis was that dyslexics, those suffering confusion in the perceptual field, would be likely to be involved in road accidents because of difficulties in estimating speed and distance, as well as finding it difficult to learn to read in regard to the direction and sequence of letters in words. He found twice as many of the accident children were below the average of their class for intelligence, reading ability and arithmetic, and three times as many below average in emotional stability. It would seem difficult in this study to exclude the possibility, that it was the factor of emotional stability rather than perceptual confusion which might be basic to the poor levels of intelligence, arithmetic and reading. Certainly the emotional factor would be likely to influence the child's ability to attend, an important element in all learning activities, as well as being a factor in the accident situation.

Remedial provision

Yule presented evidence about the differential prognosis of reading backwardness and specific reading retardation, which again suggests that the 'bright' poor reader is not necessarily a 'good bet' for remedial treatment. These children may often have specific perceptual difficulties which need prolonged remedial help.

Downing discussing the findings from his comparative study in different countries, came to the conclusion that this type of study can indicate the specific difficulties for children learning to read in particular languages, and that this in turn will suggest possible methods of treatment. He explained his 'cognitively confused' theory of reading disability, which suggests that the child learning to read in English has too many difficulties with which to cope, in the beginning stages. He considered it was important for the child to realise that there is a code involved, even if the 'exceptions' are not mastered until a later stage in the learning process, and he suggested several ways of doing this with the 'poor' reader, which includes a flexible attitude on the part of the teacher to the child's spelling attempts. Gaspar and Brown produced a very detailed analysis of the relationship between the spelling of English words and the theoretical and practical aspects of learning to read. In this they discuss approaches for reading regular and irregular words, and report on a series of experiments, some with top Juniors which suggest that 'mispronunciations', rather like oral 'miscues' may provide evidence about the developing reading skill.

Language and reading

The report of the Schools Council's project on children's use of language in the primary school was published during the year, and it demonstrated clearly children's need to talk and to observe their immediate surroundings and how this can affect the quality of their writing. Dr. Joan Tough's work on young children's communication skills was granted further funds by the Schools Council, and her methods and techniques will be developed further in co-operation with teacher groups. Thomas was critical of nursery staff's role in facilitating children's language development and on the basis of somewhat insubstantial evidence decided that children would use a variety of linguistic forms to explore and understand their environment if a more structured situation existed between staff and children.

Shields and Steiner in a more extensive study using different types of nursery provision groupings looked at the type of language used by three to five-year-olds in different situations. Two language measures were used, length of clause and utterance length, and the former was found to be related more to age than child's home background, and the latter to the type of adult/child communication; eg children in a respondent role were less likely to answer, or to answer only briefly. Immature language constructions decreased with age, but some forms were retained as they were related to characteristics of the speech patterns common in the child's home situation. The paper discusses how these speech differences would affect the children's expectations when learning to read, and raises the whole question of how closely can beginning reading materials be expected to correspond to the speech patterns of particular social groups.

Quigley looked at the pre-reading vocabulary of children about to go to the infant school, and found that no child recognised all the words tested which came from the beginning books of six published reading schemes popular in schools. The word knowledge of individual children differed considerably, but possibly the study may underrate the meaning children gain from reading words in context rather than in isolation, the vocabulary extension work carried out by teachers, and the difficulty some children have in interpreting illustrations of objects, which was an essential element in the test devised to assess word knowledge. Francis followed up Downing's work on children's understanding of the technical vocabulary of teaching reading, and concluded that it was not so much the abstract nature of the terms and the child's stage of mental development (reasons suggested by Downing) but rather the child's unfamiliarity with an analytical approach to language and the range and overlap of reference in the use of terms, which caused the children's apparent difficulties.

Materials and reading interests

Quigley's study accepted the importance of the published reading scheme in infant work, but Southgate and Lewis looked at the actual use made of such schemes in schools, and their observations showed that out of any one hour devoted to reading and language activities, 7% of the child's time was spent on the reading scheme, 48% on other reading and writing activities, and 54% in extraneous or diversionary pursuits. The children studied all progressed adequately in their reading despite the apparently high proportion of time devoted to non-reading activities, and the writers suggested the need for detailed observations of individual children at work in normal school conditions, to discover how children really acquire the reading skill. Margaret Clark's on-going study of early readers may also help to throw light on the actual way children acquire the skill.

Hanson carried out a study of children's interest in books with pictures and stories having particular social class overtones and decided that Juniors expressed broadly similar preferences irrespective of their social class background. Adolescent models, a good plot and general conformity in behaviour were characteristic of the popular reading materials. However, Fairman

and Lyon, with younger children who were failing to make progress found that teacher-made reading books using sentences based on the children's direct speech (examples obtained by tape recording their speech) and familiar phrases and expressions made more progress than the control groups, and these materials appealed very strongly to particular children in the experimental group. It should be added that the materials were also used in conjunction with phonic games and other teaching aids. Finally, Little and Woods outlined very clearly some of the problems involved in trying to evaluate teaching aids in the school situation, particularly the problem of controlling the most relevant variables in the experimental and control situations.

RESEARCH REPORTED IN ARTICLES OR BOOKS

BERNSTEIN, B. (1973) edited by **Class, Codes and Control, Volume 2:**
Applied studies towards a sociology of language.
Routledge and Kegan Paul. £4.95. 377 pages. 07100 73968
Collection of applied studies of Bernstein and his team in the sociology of language. Much of the work is based upon subjects' answers as to how they might have behaved in hypothetical situations, and sometimes where they have to choose from a series of responses, the range is somewhat restricted. However, taken as a whole, substantial evidence of distinctive linguistic codes suggesting that orientation towards language is related to different social contexts. Interesting paper as an Appendix by Professor Halliday on 'the functional basis of language'.

CHAPMAN, L.J. (1973) 'Reading comprehension in a College of Education' **Reading** 7(1) p. 24-31.
Survey of the reading standards of ten educational groups in a College of Education using comprehension test of College of Education students by E.L. Black (NFER 1962, standardised small sample 1953). Comparison by sex and subject taken.

CLARK, M. (1973) 'Contribution of a study of early readers to the understanding of reading' (paper read at Education Section, Annual Conference 1972) **Bull. Brit. Psychol. Society** 26, No 92, p. 260.
Description of on going experiment with 32 children from 24 schools with RA. 7.7.-11.11 (Schonell W.R. Test) who were fluent readers on beginning school. On intelligence tests, successful in items requiring auditory memory for sounds in sequence and discrimination of speech sounds. A number of the children were highly intelligent but not all, but the latter tended to have help and interest from at least one parent. Study continues to assess problems which fluent beginners create in classes.

COCKBURN, J.M. (1973) 'Reading disability' (paper read at Education Section, Annual Conference 1972) **Bull. Brit. Psychol. Society** 26, No 92, p. 261.
Angus Child Guidance Service since 1962 has carried out annual surveys of all seven year olds using Vernon Graded Word Test. Children RA less than six, considered at risk; 11.7% RA on year behind CA; 12.7% 15 months retarded.

COCKBURN, J.M. (1973) 'Annual surveys of reading disability in a Scottish county' **Brit. J. Educ. Psychol.** 43(2), p. 188-191.
Further details of Angus reading attainment survey. 1969 follow-up of poor readers at eleven with NS6 test of reading comprehension. Half the poor readers still seriously backward.

CONGDON, P. (1973) 'A revision of the Swansea Test of Phonic Skills' **Rem. Educ.** 8(3), p. 33-36.
Revision with 60 children of a phonic skills test already published in an experimental form. Changing the distractors in the items increased the efficiency of a number of items. Also details of a study with i.t.a. and t.o. pupils, in which the i.t.a. children although recording a lower mean reading age on Southgate Reading test, recorded a higher mean score on the phonic test.

COOK-GUMPERZ, J. (1973) **Social Control and Socialization:** a study of class differences in the language of maternal control. Routledge and Kegan Paul. £4.25. 290 pages.
Monograph based upon the doctoral thesis of Jenny Cook at the Bernstein Sociological Research Unit, dealing with the role of family and influence of language upon socialisation, especially how mothers perceive social structure, and through the techniques they use and the mediation of the linguistic codes they adopt, influence and maintain their child's awareness of social relationships. Findings suggested that personal control was more likely to be acquired by a child when it was realised through an elaborated code, more often used by middle class mothers although not always.

DOWNING, J. (1973) **Comparative Reading:** Cross National Studies of Behaviour and Processes in Reading and Writing. London: Collier-Macmillan. £8.50.596 pages.
Study of teaching and learning reading in 14 countries including Britain, with chapters on the value of comparative studies, the problems of such research, and the importance of cultural expectations, the teacher variable, and differences in linguistic environments.

DOWNING, J. (1973) 'Methods of teaching reading in differing languages' **Dyslexia Review** No 9, p. 3-6.
Explanation of the above study in 14 countries, describing the importance of the teacher's beliefs and attitudes, and how methods tend to be popular which fit in with educational philosophies rather than the code aspect of the language of the country. The tendency to stress either the mechanics of decoding or the communicative function of reading, may be related to the country's overall educational philosophy, although both aspects are part of the reading process.

DOWNING, J. (1973) 'Causes of reading disability in different languages' **Dyslexia Review** No 10, p. 4-7.
From the comparative study explains that it is possible to find out about the specific difficulties of learning to read in English as compared with reading in other languages. Believes that children learning to read in English have too many difficulties to cope with at once, and may become cognitively confused. Suggests that treatment should try to be along the lines of simplifying the learning process, by emphasising the code aspect, and removing or avoiding the 'irregularities' until the stage at which the child has confidence to deal with these difficulties. Suggests this may mean a more flexible attitude on the part of the teacher to spelling efforts, considering some 'mistakes' better than others, as in oral reading there are 'better' errors or 'miscues'.

FAIRMAN, I.E. and LYON, E.N. (1973) 'Tackling the cumulative handicap' **Reading** 7(3) p. 31-36.
Description of an experiment for a year with 12 schools and 120 children aged 6-7 years, divided into control and experimental groups, taught by the same teacher. Used teacher made reading books, incorporating children's own language patterns group games and phonic materials. Average gain for the experimental group was 1.3 year, control 0.4 on Holborn Reading Scale.

FRANCIS, H. (1973) 'Children's experience of reading and notions of units in language' **Brit. J. Educ. Psychol.** 43 (1), p. 17-23.
Follow up of Downing's work with a group of children (20 boys, 30 girls) interviewed at six monthly intervals in the infant school. Children were from 'good' socio-economic background and more than average intelligence. Downing had suggested that it was the abstract nature of concepts such as word, sentence, etc, which made the terms in teaching reading difficult for young children to understand. Study by Francis confirmed some of these difficulties but found that it was not so much the abstract nature of the terms, but rather the children's unfamiliarity with an analytical approach to language and the range and overlap of reference in teachers' use of the terms.

GASPAR, R. and BROWN, D. (1973) **Perceptual Processes in Reading**, Hutchinson Educational £5.25. 172 pages. 0 09 113210X
An analysis of the relationship between the spelling of English words and the theoretical and practical aspects of learning to read. The book is a detailed account of how children are thought to develop the reading skill, paying attention to studies of eye movements and the use of the fixation pause as means of processing visual information, and also studies the way in which phonemic responses to the visual grapheme stimulus give way to 'inner speech' and allow the development of higher order comprehension skills. Discusses approaches for reading regular and irregular words and reports on experiments with top Juniors, which suggest that 'mispronounciations' like oral 'miscues' can provide evidence of the developing reading skill. Also experiments with i.t.a. and non i.t.a. primary children and adults learning IPA (notation of the International Phonetic Assoc.) and those learning shorthand. (1963-64). Results suggested a phonemic notation (i.t.a.) helps to prepare a basis for development of higher reading skills, (eg not too many difficulties encountered in the early stages), whereas the non i.t.a. children in the early stages depended on their experience of spoken language, that they can guess a word on basis of their vocabulary knowledge and familiarity with language patterns. (May be a mismatch between early reading matter and their language usage.) Appendix includes an historical survey of some English spelling, and a list of homophones.

HALSEY, A.H. et al (1973) 'Reading standards in educational priority areas', **Rem. Educ.** 8(2), p. 16-24.
This article consists of the memorandum to the Bullock Committee based on evidence from the EPA projects in London (Deptford), Liverpool, Birmingham, West Riding by the DES and SSRC. 1969-71. Included survey over three year period of reading attainment standards for second, third and fourth year juniors. 3,815 children (90% of pupils) using NFER Streaming research test, version A, comprehension test.

HANSON, D. (1973) 'What Children like to read' **New Society**, 24 (554), 17th May, p. 361-63.
Study of 188 children in 6 classes in 5 schools aged 7-12, who came from different social areas and were asked about their preferences for reading about characters in prepared reading materials who appeared to be middle or working class in their attributes.

HORTON, T.R. (1973) **The Reading Standards of Children in Wales** NFER Publishing Co Ltd, Windsor, Berks. £2.00. 156 pages. 856 33009 4.
Survey of reading attainment conducted concurrently with that in England 1970-71 of eleven and fifteen year olds using Watts Vernon and NS6 tests of reading comprehension, and a Welsh test. Better level of co-operation than English survey 75% secondary schools, 90% juniors, but within schools problem of absenteeism of older pupils. Approximately 19% Juniors semi-illiterate and illiterate, 3-4% secondary.

HURN, H.S. (1973) **Reading Standards Survey 1973:**
A report of the standard of reading attainment among the 7.6 - 8.8 year age group in 13 of the authority's primary and junior schools. Duplicated account by Slough Borough Education Dept. School Psychological Service, Remedial Education Service.
Tested 962 children using Carver W.R. test, and draw-a-man and draw-a-diamond as measures of perceptual and visio-motor control. Poor readers as twelve months retarded (17%); fifteen months (13%) or about one in six of the age group likely to experience difficulties in school because of poor reading attainment. Children with less time in the infant school, significantly lower scores.

INNER LONDON EDUCATION AUTHORITY (1972) **Literacy Survey: 1971 Follow-up – Preliminary Report,** I.L.E.A. document 203. 12 pages. (Made available Jan 1973) 1968-69 survey to follow-up. (97% of schools co-operated, 30 000 children); 26 202 in both surveys. In 1971 children were about to transfer to secondary school. Poor readers (less than 80 on sentence completion test used in NFER streaming research) were 18% of group, good readers (115 +) 10% of group. The later the age of entry, the poorer the average reading score even six years after starting school; this relationship held good whether the children had been in a Junior only or JMI school in 1968.

LEITH, G.O.M. (1973) 'The effects of extroversion and methods of programmed instruction on achievement', **Educ. Res.** 15(2), p. 150-153.
Review of experiments into relationship between personality type and academic performance shows that overall extroverts do better on more ambitious tasks in loosely structured learning situations whereas introverts are more successful in closely guided sequences of learning. Describes experiment with 145 first year Comprehensive pupils, confirming this trend and suggests that methods of instruction should be adapted to different kinds of pupils. Possibly this relationship should be considered in regard also to results of experiments into different reading methods or changes in media.

LITTLE, A. and WOODS J. (1973) 'The problem of evaluating aids to the teaching of reading in schools' in **Reading and Related Skills** edited by Clark and Milne, Ward Lock Educational, p. 20-25.
Discussion of problems in research design of experiments in ILEA schools into the use of the Talking Page and the Language Master.

LONDON BOROUGH OF SUTTON (1973) **Report of a Reading Survey of Seven Year Olds in Sutton Schools.** Conducted by the London Borough of Sutton Education Department in conjunction with the NFER. 14 pages with appendices.
In 1972, 2 182 children 7.1 - 8.0 tested on Gates MacGinitie test (vocab. and comprehension) in 30 schools to discover children experiencing difficulties. Poor readers (scores below 80 on both parts of test) 8% of group.

MEREDITH, P. (1973) 'Dyslexia and road accidents', **Where,** 77 (Feb) p. 46-47.
Study of 130 accident victims in 108 schools in Leeds and West Riding, examining teachers' estimates of their intelligence, reading, arithmetic and emotional stability in relation to other children in the child's class.

NISBETT, J, WELSH, J. and WATT, J. (1973) **Reading Standards in Aberdeen 1962-1972.** Department of Education, Aberdeen. 7 pages.
Using the same tests as the NFER survey tested complete year groups in primary schools in 1972. (N2 500, coverage 99% of eight and eleven year olds). At eight, poor readers (5 points or less) 14%; good (25+ score) 13%; At eleven, poor readers (15 and less) 13%; good (45+), 9%. At both ages, wider scatter of scores in 1972 than ten years earlier.

QUIGLEY, H. (1973) 'The pre-reading vocabulary of children leaving nursery school', **Educ. Res.**, 16(1), p.28-33.
Study with 50 children in their last term at 4 LEA nursery schools in S.E. England age 4.9–5.2, using the EPVT and a test of vocabulary in early reading books based on the EPVT format, using 73 words, 34 nouns, 19 verbs, 11 adjectives, 2 pronouns, 5 prepositions and adverbs and 2 others. No child recognised all words, but it should be remembered that the vocabulary test involved picture recognition.

ROSEN, C. and H. (1973) **The Language of Primary School Children.** Penguin £0.65. 286 pages. 0 14 08 0340 8.
Publication of the findings of the Schools Council Project on Language Development. The book contains chapters on the context of the school situation, talking, writing, learning to read and the encounter with the printed word, the function of drama, the role of the teacher, and the relationship of language with thinking. It has many examples of children's conversations and writing and there are notes on each chapter and an Index.

ROSEN, C. (1973) 'The language of primary school children', **Dialogue.** Schools Council Newsletter No 14, p.3-5.
Discussion of children's need to talk and to observe their immediate surroundings, illustrated by examples of children's writing.

SHIELDS, M.M. and STEINER, E. (1973) 'The language of three to five year olds in pre-school education', **Educ. Res.**, 15(2), p. 97-105.
Records kept in three pre-school groups – Nursery School, Nursery class in Infant school, and playgroups, of children's use of language in (a) situations where children were playing spontaneously and (b) children's activities with adult intervention. Two measures of language used – length of major clause (predicate unit) and utterance length to measure communication flow.

SOUTHGATE, V. and LEWIS, C.Y. (1973) 'How important is the infant reading scheme', **Reading**, 7(2), p.4-13.
Study of 16 children (5-6 years) in 4 classes in 2 schools, observing their reading activities including time devoted to use of reading scheme; altogether 150 minutes of observation, reading progress measured using Burt W.R. test.

STANLEY, G and HALL, R. (1973) 'A comparison of dyslexics and normals in recalling letter arrays after brief presentation', **Brit. J. Educ. Psychol.** 43(3), p. 301-304.
Melbourne University study of 66 children in 4 schools aged 8-12 years; 33 dyslexics (21 boys in group), 33 controls (17 boys).

TAYLOR, J. (1973) 'The voluntary reading habits of secondary school pupils', **Reading**, 7(3), p. 11-18.
Study of leisure time reading habits of 1 536 boys and girls in the first four years of two secondary modern and two grammar schools, during a four week period in 1967. Twelve boys and twelve girls were randomly selected from each class in the various years. Details regarding amount of comic and magazine reading by boys/girls in different school types; type of books read and popular authors; sources of book borrowing, buying habits.

TAYLOR, J. (1973) 'The voluntary book reading habits of secondary school pupils', **Use of English**, 25(1), p.5-10.
Account of the above study, results assessed and compared with earlier surveys. Includes comments on popular writers and types of book chosen by different pupils.

THOMAS, V. (1973) 'Children's use of language in the nursery', **Educ. Res.** 15(3), p.209-220.
Ten boys and ten girls in a nursery class, matched for age and nursery experience, observed for one day, information recorded by observer in long hand.

THORNDIKE, R.L. (1973) **Reading Comprehension Education in Fifteen Countries.**
John Wiley International Studies in Education Series, £5.00. 0 470 86235 1.
International Education Achievement (IEA) study of children in 15 countries (England and Wales by NFER; Scotland by Scottish Council for Res. in Educ.) age levels ten, fourteen and school leaving or higher level, using specially designed reading comprehension and word knowledge tests. Information about characteristics of home and community of pupils obtained by questionnaire.

TOUGH, J. (1973) 'Communication skills in early childhood project', **Dialogue.** Schools Council Newsletter No 14, p. 12-13.
Article by Dr. Tough, the project's director, outlining its aims, methods used in earlier projects and inviting teacher participation in the next stage of the research.

WIGGLESWORTH, C. (1973) 'Children as Readers: Project work in seven Haltemprice primary schools', **Dialogue,** Schools Council Newsletter No 15, p. 6-7.
Description of work in schools as part of the Schools Council/NATE project to explore the role of literature in the curriculum, in which teachers and pupils developed their understanding of recent children's fiction: also family reading groups were tried out.

WILSON, J.A. (1973) **Reading Standards in Northern Ireland,** Belfast: Northern Ireland Council for Education Research. £0.45. 47 pages.
Survey of reading attainment in 1972 of pupils aged eleven and fifteen. Used NFER test NS6 (first testing, used to establish base line for future surveys). Stratified sample, 91 schools; 98% of eleven year olds tested; 87% of fifteen year olds. (All schools co-operated).
Poor readers (11 years) = 14% boys, 7% girls (using criterion for Eng. Survey)
Poor readers (15 years) = 2% boys, 1½% girls Illiterate RA7.
Estimated population 27 000 so at fifteen about 460 unable to read or 1 600 with a RA less than 9.

YULE, W. (1973) 'Differential prognosis of reading backwardness and specific reading retardation', **Brit. J. Educ. Psychol.**, 43(3) p. 244-248.
Study of 144 'backward' (Neale, 2 years 4 months below CA) and 79 'retarded' readers (2.4 years below predicted level on basis of children's age and Short WISC. I.Q.) Children with specific reading retardation, poorer prognosis than backward readers.

ARTICLES ON READING

ARNOLD, H. (1973) 'Why children talk: Language in the primary classroom', **Education for Teaching,** 91,p.25-29.
Discussion of the modes of language used by children and their teachers in different types of primary classrooms.

BOOKBINDER, G.E. (1973) 'Should we believe what the reading surveys tell us?' **Reading,** 7(2), p. 14-20.
Suggests that spurious findings can be passed on from one national report to another making comparison of standards between one period and another hazardous; eg practice of extrapolating findings at a particular age to much younger children, and using this as the basis for estimating the incidence of backwardness in a given age group; or the fact that from survey to survey standards of survey practice may change, and researchers become more aware of particular problems, such as the problem of absent pupils at the fifteen-year stage and how this is likely to affect the reliability of reading standards at this age level.

CRISCULO, N.P. (1973) 'Ways to involve parents in expanding reading services to children', **Reading,** 7(1), p.11-14.
Article describing ways used in New Haven (U.S.A.) state schools; eg 'reading mothers' who read stories, experiences or stories of children typed and circulated; Parent's Handbook, advice on how to help, the use of 'make and take it' workshops with parents, providing parents with summer reading lists to guide their children's leisure reading.

DOWNING, J. (1973) 'Two faces of reading readiness', **Reading,** 7(2), p. 34-40.
Discusses the idea of 'task-change' – trying to fit the literacy learning task to the child's stage of development as well as changing the child to fit in with the tasks involved in learning. Suggests that the language-experience approach using child's own dialect and speech patterns, alphabet modification, and dictionaries based on children's definitions and usage are techniques for simplifying the early stages of learning to read – ie changing the reading task to fit the child's capacities.

DUCKETT, J. (1973) 'How's he getting on with his reading?' **Rem. Educ.** 8(2), p. 11-12.
Describes a method of calculating improvement in reading ability for children receiving remedial help, which compares their achieved Reading Quotient with their expected or projected R.Q. based on their decline or fall away from the norm in the past years of schooling, taking the start of school learning as five years of age. Includes worked examples.

DYER, C. (1973) 'Use of the Oscilloscope to solve a particular reading problem', **Rem Educ.** 8(1), p. 42-43.
Description of how a slow reader in a Comprehensive school, having difficulty hearing and reproducing vowel sounds, was helped be seeing the varied shapes of different vowel sounds using an oscilloscope borrowed from the school's Science department.

ELLIOTT, N. (1973) 'Things being various', **English in Education,** 7(2), p. 16-20.
Description by the Primary Adviser to Gateshead of her second headship and introduction of vertical grouping and the integrated day, and how this brought about changes in practice in regard to teaching reading in the school. Outlines the making of first reading books, introduction of phonics and provision of reading materials.

FENWICK, G. (1973) 'Chapter five appendix: a note on books in the urban school' in **Teaching in the Urban Community School,** by N. Garner, Ward Lock Educ., p. 73-78.
Discusses studies which suggest that the working class are unfamiliar with books and libraries, and suggests that their apathy to reading may lie in lack of opportunity, rather than inherent dislike, and suggests ways in which the library service and schools' attitudes to lending books might be more flexible.

GAINS, C.W. (1973) 'Neglected factors in remedial work', **Rem. Educ.** 8(1), 23-26.
Lists ways in which some routine aspects of the teaching of reading might be more effectively organised by class teachers, so that remedial work might not be necessary.

GOODACRE, E.J. (1973) 'Reading: three to six', **Education 3-13,** 1(2), p. 107-113.
Discusses six ways in which schools might help with young children's language and reading development, including raising reading standards by tackling the proportion of poor boy readers to girl readers, and re-thinking methods and materials in relation to basic sex characteristics.

GOODACRE, E.J. (1973), 'Great Britain' in **Comparative Reading** edited by Downing, London, Collier-Macmillan, p. 360 382.
Discusses the teaching of reading in England, Wales and Scotland, under headings school organisation, differences in educational philosophies and cultural expectations, types of methods and materials used, training of teachers, methods of testing and evaluating pupils' attainment, and remedial provision.

GOODACRE, E.J. (1973), 'Reading' in **Education Research in Britain, 3** edited by Butcher and Pont, University of London Press, p. 71-88.
Reports and discusses research and developments in reading since the article in Volume I by Jessie Reid in 1968. Goodacre article covers period approximately 1967-1971, noting main areas of work, such as surveys of attainment, dyslexia and specific reading difficulties, i.t.a. and the beginning stages of reading, and the contribution made by linguistics to reading methodology.

HORNER, P. (1973), 'The teaching of reading in England up to 1870' **Reading,** 7(3), p. 3-10.
Account of the historical development of England, and the way in which different pronounciations of words came about and were retained in the language, the introduction of the first 'primers' and the horn book, and the printing of books specifically intended for children.

JOHNSON, T. C. (1973), 'Reading games and activities', **Reading,** 7(1), p. 4-10.
Discusses the use of games and other activities for developing the reading skill, and provides examples of how such techniques can be made more effective.

KENDALL, M. (1973) 'Construction of a comprehensive reading programme from a combination of published reading schemes', **Educ. Res.** 16(1), p. 20-27.
As no one reading scheme is adequate to develop all reading skills, the writer suggests guidelines for developing a complete reading scheme using a combination of schemes; considers the compatability of vocabulary, degree of repetition, phonic criteria, and selection of supplementary reading materials – details of a combination of named published schemes are provided.

LIVINGSTONE, A. (1973) 'A class of adult illiterates', **Rem. Educ.** 8(2), p. 41-42.
Details of adult students attending, their needs, difficulties in providing them with appropriate materials, diagnostic assessment used, and importance attached to friendly atmosphere and group therapy.

LIVINGSTONE, S. (1973) 'Children's literature and reading: two approaches; 2. A reading programme based on children's literature', **Reading,** 7(3), p. 25-30.
Author describes a programme which he carried out with ten to twelve-year-olds when head of a small Scottish school; considerable use made of paperbacks, and books carefully graded, using the SMOG Readability Formula, (includes a worked example of the SMOG grading for Alan Garner's book 'The Moon of Gomrath'.)

LITT, L. (1973) 'Mental imagery and reading', **Reading,** 7(2), p. 27-33.
Discusses difficulties of definition, classification and measurement of imagery and how it now tends to be considered more in experimental studies of associative learning and memory. Outlines a number of areas in regard to learning to read, where mental imagery should receive more consideration.

LUND, P. (1973) 'The right to literacy'. **Reading,** 7(2), p. 21-26.
Appeal for reading instruction to be more meaningful, and to allow pupils to adopt a more adult, responsible, role in their education.

MURDOCH, H.M. (1973) 'Children's literature and reading: two approaches. 1. Selecting children's books for the nursery and infant book corner', **Reading,** 7(3), p. 19-24.
Article outlines the qualities of books which give young children great pleasure, and then lists some twenty titles (with brief explanatory notes) which combine an interesting story with style and flair in language.

O'BRIEN-TWOHIG, B. (1973) 'The Cambridge House Literacy Scheme', **Dyslexia Review,** No 10, p. 14-15.
Describes the starting of this adult literacy scheme in 1963, and the important pupil/tutor-volunteer pairing which is an essential part of the scheme; tutors tend to be women, pupils usually men, mostly from mid-twenties to mid-thirties age group.

PARFITT, A. (1973) 'A junior school resource centre', **The School Librarian,** 21 (3), p. 201-204.
Short, useful article by deputy head of a Junior school at the end of the first year of operating a resource centre organised by the staff; details given regarding its function, classification using the Abridged Bliss (SLA 1970) classification rather than Dewey, and details of non-books including kits, master indexing systems and use of work cards.

PARKER, J.R. (1973) 'Reading Design 2: some assumption concerning basic schemes', **Rem. Educ.** 8 (2), p. 25-26.
Critical review of reading schemes and the assumption that these published reading materials are written by qualified, serving British teachers, experienced in writing for beginners and with infant school experience. Discusses the function of 'easing' readers introduced in new editions of schemes and to what extent schemes are revised effectively.

PARTAN, D. (1973) 'Auditory problems and remediation', **Rem. Educ.** 8 (2), p. 7-10.
The writer is convinced that auditory problems receive less attention than visual problems in diagnostic work with children having special learning difficulties. Suggests three areas of auditory difficulties and possible forms of remediation.

PRIESTLEY, P., HORNSBY, B. and NAIDOO, S. (1973) 'Provision for children in the U.K.', **Dyslexia Review,** No 9, p. 11-16.
Three contributions on the types of remedial help available for dyslexics; 1. Local Authority-Adjustment Services in Edinburgh; 2. National Health: The Dyslexia Clinic at Barts: 3. Voluntary effort: Dyslexia Institute (established January 1973).

REID, J. (1973) 'Towards a theory of literacy' in **Reading and Related Skills** edited by Clark and Milne, Ward Lock Educational, p. 28-36.
It has been suggested that the lack of an adequate theory of literacy is due to the domination of the research field by psychology, and that an inter-disciplinary approach is necessary in which linguistics and sociology can contribute insights. This paper attempts to integrate findings from these fields in the area of children beginning to acquire the reading skill and the ways in which integration occurs, or fails to occur, in the learning of the individual child. Some recent studies dealing with 'integrating skills' in children are discussed and reviewed.

ROSENBLADE, P.S. (1973) 'Reading Aids – Undervalued?' **Rem. Educ.** 8 (3) p. 21-24.
Discusses the writer's belief that nursery rhymes, traditional stories, songs and comics are undervalued in the child's development, and cites particular skills developed by rhymes and stories.

ROSS, M. (1973) 'The student teacher, the books and the child', **The School Librarian,** 21 (3), p. 197-200.
Article by a librarian in a College of Education, describing how provision is made for trainee teachers to find out about children's literature.

SOUTHGATE, V. (1973) 'Reading: three to thirteen', **Education 3 - 13,** 1 (1), p. 47-52.
Discusses issues facing reading teachers at the present time, and outlines seven ways in which teaching may be made more effective.

SWAN, D. (1973) 'A diagnostic approach to teaching reading to young adolescents', **Rem. Educ.** 8 (3) p. 5-8.
Outlines in somewhat general terms, three levels of diagnosis and appropriate remediation at the secondary level.

TYSON, M.C. (1973) 'Helping slow readers', **Trends in Education,** 32, p. 26-29.
Report on the remedial provision in the London Borough of Hounslow, for poor readers tested and referred for help by head teachers.

WALLER, E. (1973) 'A survey of provision for dyslexics overseas', **Dyslexia Review,** No 9, p. 6-10.
Summary of information obtained by sending a questionnaire to 56 governments; replies tabulated for 15, but article also includes information from other sources.

WESTWOOD, P. and FITTON, S. (1973) 'Over to you: 4. Assessing readability', **Rem. Educ.** 8 (1), p. 35-38.
Discusses the need for grading reading materials and the unreliability of subjective R.A. estimates for material at the beginning levels; explains the various techniques and methods available, and asks for participants in a study using the 'cloze' technique from readers teaching in schools.

BOOKS ON TEACHING READING AND DEVELOPING READING TASTES

(Some book titles appear in the section on research. Where a book deals mainly with the reporting of a particular study, experiment or survey, it has been noted in the research section.)

ASHWORTH, E. (1973) **Language in the Junior School,** Edward Arnold, Exploration Language Study Series, 128 pages. £1.00. 0 7131 1824 5.
Examines ideas about what language is and how it works, and suggests attention should be centred on the use of language, especially on how children learn to use it. Includes chapters on early literacy (criticism of published reading schemes) and the further stages of reading and writing.

BURGESS, et al. (1973) **Understanding Children Writing,** Penguin Educational, £0.50. 190 pages, 0 14 08 0700 4.
Grew out of the NATE Annual Conference on 'Language across the curriculum' held in 1971. Mainly concerned with the problems of children learning how to write, includes examples of different kinds of writing in school, and of four pupils' work at different stages in their schooling. Reference and further reading list.

CHAMBERS, A. (1973) **Introducing Books to Children,** Heinemann Educational, £2.50 (hard), also paperback, 152 pages, 0435 80260 7.
Intended as an introductory text for the teacher new to the profession, to provide ideas on how to encourage children to become avid readers. Useful chapters on storytelling and reading aloud, ways of encouraging book ownership and how to encourage children to become selective once they are reading for pleasure. Includes lists of sources of audio/visual material and addresses of children's book shops.

CLARK, M and MILNE, A. (1973) edited by, **Reading and Related Skills,** Proceedings of the ninth annual study conference of UKRA, Hamilton 1972. Ward Lock Educational, £1.50. 138 pages, 0 7062 31562.
Includes Margaret Clark's presidential address, and sections on research implications and applications, development of reading skills, related skills such as spelling, and training of teachers.

D'ARCY, P. (1973) **Reading for Meaning** (2 volumes) Hutchinson Educational for the Schools Council, £3.50 per volume. Vol. 1: **Learning to Read,** 307 pages, 0 09 1149 30 4.
Chapters on pre-reading period, reading readiness, factors in learning to read, teaching methods and devices including i.t.a., colour codes, and A/V aids, reading schemes and alternative schemes such as Stott and Breakthrough. Fifteen appendices include findings of important research, lists of books for children, check lists, etc.
Vol. II: **The Reader's Response,** 265 pages, 0 09 114940 1.
Aims and attitudes towards teaching literature, children's preferences based on surveys, techniques for analysing and assessing understanding and response to different types of literature, and discussion of possible causes of readers misunderstanding text. Five appendices reporting detailed findings of relevant surveys.

EDWARDS, R.P.A. and GIBBON, V. (1973, second edition). **Words Your Children Use,** Burke Books, £1.75. also paperback edition, 111 pages, 0 222 00121 6.
First published ten years ago this study of Leicestershire children's written vocabulary is produced with a new introduction suggesting that the vocabulary of the five-year-olds still probably forms the core of older infants' vocabulary, but that there have been changes in 'interest' words; eg shilling has been replaced, and 'capsule' is more familiar now than 'LEM', and 'gerbil' has joined 'hamster'.

HILL, J. (1973) **Children Are People,** Hamish Hamilton, £2.00. 163 pages, 0 241 02243 6.
Written by the children's librarian of the Borough of Lambeth, giving a detailed description of the storytelling activities in this area of London, along with her very personal views on the art of storytelling.

HUGHES, J. (1973) **Beginning Reading,** Evans (Education in Action series), £0.38. 32 pages, 0 237 28090 6.
Very brief accounts of ideas for helping language development, visual and auditory discrimination and word recognition. Some basic reading difficulties are touched on, and some of the most popular reading schemes listed.

HUGHES, J. (1973) **Reading with Phonics,** Evans (Education in Action series), £0.38. 32 pages, 0 237 28091 4.
Covers briefly initial, final and vowel sounds, substitutions and blending, consonant blends and digraphs, phonic combinations and word families, and mentions some basic reading difficulties and possible remedies.

HUGHES, J. (1973) **The Slow Learner in Your Class,** Nelson, £1.25. 170 pages, 0 17 4230 486.
Provides advice and guidance for the teacher with one or more slow learners in a normal class in the Junior or Secondary school. Includes a chapter on helping the slow reader, dealing the pre-reading activities, programmes and materials, phonic work and spelling difficulties. Appendix includes recent innovations in reading.

JOHNSON, T. (1973) **Reading: Teaching and Learning,** Macmillan, £0.95. 208 pages, 333 146 82 4.
Useful, straight forward account for students and teachers in First and Middle schools, dealing with methods, materials, grouping and assessment. Chapters on beginning stages, but also development of skill using co-ordinated questions, book reviews, books of suitable reading level, etc. Appendix includes worked example of how to apply Fry readability formula.

MORRIS, R. (1973, second edition) **Success and Failure in Learning to Read,** Penguin, £0.50, 215 pages, 01408 0659 8.
New expanded edition of book first published ten years ago, with an introduction by David Mackay setting the book in the literature on learning to read. He has also up-dated the reading lists, and the book also includes two papers recently written by the late Ronald Morris as an Appendix ('What children learn in learning to read' – NATE 1970 and 'The language – experience approach today: appraisal and development' – UKRA 1971).

MOSS, E. (1973) **Children's Books of the Year: 1972,** Hamish Hamilton, £0.75, 128 pages, 241 021 57 X.
'Children's Books of the Year', which began publication with the 1970 volume, is both an annotated catalogue to the annual NBL Touring Exhibition and an attempt to help those who cannot see it, in their task of book selection. Sections on picture books, fiction for different age levels, myths and legends, non-fiction topics, paperback editions, and new editions in hard cove published in 1972.

PHILP, H. and GOYEN, J. (1973) **Innovation in Reading in Britain,** Experiments and innovations in education, No 3, UNESCO: IBE, HMSO £0.35. 36 pages, 92 3101112 X.
Working from published documents, authors describe general conditions effecting introduction of innovations in reading, describing in detail thirteen particular innovations including Breakthrough, i.t.a. and use of colour. Conclusions are interesting, but mainly concerned with popularity of approaches in terms of number of schools using them, rather than children's improved performance. Eight pages of bibliography.

TAYLOR, J. (1973) **Reading and Writing in the First School,** Allen and Unwin, £3.25. (hard cover) £1.50. (paperback), 196 pages, 04 3720064.
Deals with factors involved in reading, approaches, methods, different media: includes chapters on phonics and linguistics, learning to write, classroom organisation for pre-readers, beginners, advancing and fluent reader. Also short discussion on children with difficulties. Index and bibliography.

WIDLAKE, P. and BELL, L. (1973) **The Education of the Socially Handicapped Child,** Nelson, £1.25. 175 pages, 017 4230494.
Very readable description of the social background of children in 'slum' schools. Shows from information about a typical year group the unreliability of the DES definition of 'immigrant' and intelligence and reading scores of such children.At seven Clarke in Scotland found 15% of her age group R. Quotient below 85, in this EPA area 94% below 85. Second section of book deals with anticipating school failure and intervention programmes, including one on improving reading 'drive' in a group of schools. Found that teacher performance was an important variable, some teachers were better at seizing the opportunities offered by provision of more books and programmed materials.

BOOKLETS AND BROCHURES

CENTRE FOR THE TEACHING OF READING (1973) **Individualised Reading** by Cliff Moon. £0.25. 16 pages.
Discusses the basic idea of providing a range of books for individual tastes and levels of attainment, and suggests a colour coding system for a number of schemes and supplementary readers, using thirteen stages of difficulty. Also includes information on record keeping.
Reading Research - 1972 by Elizabeth Goodacre. £0.25. 18 pages.
Discusses ways of assessing the quality of published research reports, summarises the main developments in 1972, and includes annotated lists of research accounts published as articles or books, articles on reading and books on teaching reading and developing reading tastes.
Reading Resources £0.45. 52 pages.
Catalogue of games, audio-visual aids, language kits, laboratories and other support materials suitable to use as part of a reading programme. Prices include postage, but are liable to change.

EDGE HILL COLLEGE OF EDUCATION (1973) **A Booklet for Volunteer Tutors** by Tom MacFarlane, edited by Donald Moyle, 26 pages. £0.25. From D. Moyle, Edge Hill College of Education, St. Helen's Road, Ormskirk, L39 4QP.

EDUCATIONAL PUBLISHERS COUNCIL (1973) **Books in School**: Needs and Provision.
From 19 Bedford Square, London WC1B 3HJ. 12 pages with tables.
Analysis of LEA expenditure on books based on 1971-72 published figures (Scotland not included). Notes that there is still a large number of LEAs not measuring up to the Association of Education Committees' own recommendations for suitable book allowances, and hopes that the amalgamation of authorities will provide an opportunity for new LEAs to improve their allowances rather than level down. Gives the figures for percentage increase in paper, printing and binding costs for period 1966-72, which explain the rising cost of books, and how the monetory increase during the period had been taken up by rising prices.

HOME AND SCHOOL COUNCIL PUBLICATIONS (1973) **Children and Books** by Ann Wood, £0.25. 25 pages, 0 901181 13 7.
A very useful little publication, which would be just the thing to recommend to parents wanting to help encourage their children in their reading, includes a discussion of the parent's role in encouraging reading and an annotated book list for different age groups, and a list of children's book shops.
How to Arrange a Conference, An Exhibition, or a Children's Bookshop £0.25. 24 pages, 0 901181 09 9.
Both working papers available from either 1 White Avenue, Northfleet, Gravesend, Kent, or 17 Jacksons Lane, Billericay, Essex.

NATIONAL ASSOCIATION FOR REMEDIAL EDUCATION – NARE (1973) **An A-Z List of Reading and Subject Books** by E.J. Atkinson and C.W. Gains, 63 pages, £0.50.
Games to Develop Reading Skills by J. McNicholas and J. McEntee, 25 pages, £0.25.
Both booklets from NARE, 4 Old Croft Road, Walton on the Hill, Stafford.

NATIONAL BOOK LEAGUE (1973) **Fiction for the Slow Reader**—an annotated list selected by Audrey Sprague, Headmistress, Franklin Delano Roosevelt School £0.30. (non-members 35p), 24 pages, 85353 161 7.
First published in 1970, this is the booklet's second edition and suggests books which could be chosen as the fiction section of a library, which would be attractive to reluctant readers. Points considered when choosing books were clear print, good illustrations, reasonable cost and interesting content. Three sections used: Junior, Overlap (9-13) and Secondary (11+). Suggested Reading and Interest Ages. Books seem too difficult for some of the suggested levels.
English for Immigrant Children – An annotated List, selected and annotated by June Derrick. £0.30 (non-members 35p), 34 pages, 85353 174 9.
Catalogue to the NBL travelling exhibition arranged in sections such as books for the teacher, suitable schemes and books for pupils.
Poetry for Children: a starter collection in conjunction with the Poetry Society, edited by Denys Thompson, £0.20. 8 pages, 85353 163 3.
A very short list, which seems to have omitted some old favourites still available as well as more recently published collections for older children.

Books for the under Fives: a starter collection edited by Joan Cass, £0.20. 15 pages, 85353 166 8.
Includes some advice to parents and children on the sort of books young children like, and then makes suggestions under the headings story and picture books, story collections, nursery rhymes, poetry, ideas for play, and information books.
Paperbacks for children two to eleven: a starter collection edited by Elaine Moss, £0.20. 21 pages, 85353 169 2.
Paperbacks make personal collections possible for a large number of children and this list could be useful for a school thinking of mounting an exhibition to draw parents' and children's attention to the many interesting titles now available.

SCHOOL LIBRARY ASSOCIATION (1973) **Fiction, verse and legend:** a guide to the selection of imaginative literature for the middle and secondary school years. Compiled by D. Warren and G. Barton, £0.90. (members 60p), 900641 14 0.
About four hundred titles grouped under headings such as adventure, historical family, school and animal stories, science fiction, fantasy, myths and legend, and poetry. Titles selected are those known to have been successful in various situations, and where appropriate the notes mention suitability for reluctant readers. Also includes a list of periodicals and an extensive bibliography.
Natural science: a selection of books for the middle and secondary school compiled by Penelope Clark, £0.90. (members 60p), 900641 18 5.
Some three hundred titles, which give some idea of the range of stimulating, visually appealing, and readable books now available to complement new teaching methods in this subject area.
Recent primary school books: a second select list. Compiled by R.H. Wood and M. Dodson from 1972 reviews in The School Librarian, £0.20. 900641 19 3.
Complements the first list published in 1972. It is hoped to produce an annual series of such lists of highly recommended books in order to help schools to keep their collections up to date.

In July 1972, the Secretary of State announced the setting up of a Committee of Inquiry to examine the teaching of reading and the use of English in schools. The Committee asked for evidence and a number of associations and interested groups have submitted written evidence, some of which has been published. The following booklets and papers produced during 1973, were evidence submitted to the Bullock Committee.

CONFEDERATION FOR THE ADVANCEMENT OF STATE EDUCATION (1973) **Caseviews Five – Children Reading,** £0.15. 10 pages and appendices. From CASE, 17 Jacksons Lane, Billericay, Essex.

JAY, P (1973) **No One to Laugh at You:** ILEA home based teacher scheme. London: Fabian Society Occasional Paper 7, £0.15. 15 pages.

INCORPORATED ASSOCIATION OF PREPARATORY SCHOOLS (1973) **Reading and the Use of English** 9 pages with appendices. From 138 Church Street, Kensington, London W8 4BN.

NATIONAL ASSOCIATION OF ENGLISH (1973) **Language in Context** £0.25. 21 pages. From NATE, 5 Imperial Road, Edgerton, Huddersfield, Yorks HD3 3AF. Also published in **English in Education** 7 (2), p.71-91.

NATIONAL BOOK LEAGUE (1973) **The Use of Books in Schools and Home** 5 pages. From NBL, 7 Albermarle Street, London W1X 4BB.

NATIONAL UNION OF TEACHERS (1973) **Memorandum of Evidence for Submission to the Committee of Inquiry into Reading and the Use of English,** 16 pages. From the NUT, Hamilton House, Mabledon Place, London WC1H 9BD.

JOURNALS AND PERIODICALS REFERRED TO IN THE PREVIOUS LISTS

BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY issued by the British Psychological Society and the Association of Teachers in Colleges and Departments of Education. Editor J.D. Nisbet. Subscriptions and orders from The Manager, B.J.E.P. Department, Scottish Academic Press, 25 Perth Street, Edinburgh EH3 5DW. Published in February, June and November. £4.00 a year or £1.50 per copy.

BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY (Brit. Psychol. Bull.) Editor Albert Dickson. From 18-19 Albermarle Street, London W1X 4DN. Accounts of conferences, abstracts of papers read at meetings, and book reviews. Four issues, January, April, July and October. £3.00 per volume or 75p per part.

DYSLEXIA REVIEW Editor V.W. Fisher, Cambridge Cottage, Broadway, Laleham, Staines, Middlesex TW18 1SB. Orders to Editor, Two issues, Summer and Winter. £0.60 per year.

EDUCATION 3-13 Editor Colin Richards. Orders to William Collins & Sons Ltd., Kirkintilloch Road, Bishopbriggs, Glasgow G64 2PW. Two issues April and October. £0.90; single copy £0.45.

EDUCATION FOR TEACHING Journal of the Association of Teachers in Colleges and Departments of Education. Editor Keith Thompson. From A.T.C.D.E., 3 Crawford Place, London W1H 2BN. Three issues, February, May and November. Non-members 25p per copy (subscription 70p per annum).

EDUCATIONAL RESEARCH published by National Foundation for Educational Research. Editor Alfred Yates. Order from NFER Publishing Co. Ltd. (Journals Dept.), 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1 QS. Three issues, February, June and November. £0.75 per copy or £2.00 per year.

ENGLISH IN EDUCATION published by the National Association for the Teaching of English in association with Oxford University Press. Editor Leslie Stratta. Orders to William Sponge, 5 Imperial Road, Edgerton, Huddersfield, Yorks HD3 3AF. Three issues, Spring, Summer and Winter.

READING published by the United Kingdom Reading Association. Editor Derek Thackray. Orders to Hon. Gen. Sec., S.V. Heatlie, 63 Laurel Grove, Sunderland, Co. Durham SR2 9EE. Three issues, March, June and December. £0.37½ per copy or annual subscription of £1.00.

REMEDIAL EDUCATION published by the National Association for Remedial Education. Editor Paul Widlake. Orders to the Subscription Manager, Longman Group Ltd., Journals Division, 43-45 Annandale Street, Edinburgh EH7 4AT, Scotland. Three issues, February, June and November. £2.50 per annum.

THE SCHOOL LIBRARIAN The Journal of the School Library Association. Editor Norman Furlong. From S.L.A., 29-31 George Street, Oxford OX1 2AY. Four issues, March, June, September and December. Free to members of S.L.A. (standard annual subscription £4.50; reduced subscriptions available according to type and size of school; retired S.L.A. members; students).

TRENDS IN EDUCATION produced by the Department of Education and Science. Order from H.M.S.O., P.O. Box 569, London SE1. Four issues, January, April, July and October. £0.18½ per copy or £0.84 per annum.

WHERE Information on education from Advisory Centre for Education. Editor Beryl McAlhone. Orders from ACE, 32 Trumpington Street, Cambridge. Monthly. Membership of ACE giving a year's issue of **Where.** £5.50. (by Banker's Order £5.25).

(The Centre can provide photostat copies of single articles from most of these publications 5p per page + postage)

RESEARCH PROJECTS

SCHOOL COUNCIL

Professor E. A. LUNZER
School of Education
University of Nottingham
University Park
Nottingham N67 2RD.

1973-76

£30 000

The effective use of reading (10-14 years)

Research project studying demands teachers make on pupils (particularly regarding written work), what teachers expect pupils will gain and what pupils really achieve, the effectiveness of 'study skills' programmes, variations in reading materials and an analysis of the written response to reading.

Mrs. Vera SOUTHGATE
School of Education
The University
Manchester M13 9PL.

1973-76

£36 000

Extending beginning reading (7-9 years)

Research project concerned with the continuing development of reading skills past the basic stages of word recognition and simple comprehension, working with teacher groups to develop appropriate learning strategies.

Dr. Joan TOUGH
Institute of Education
The University
Leeds LS2 2JT

1973-76

£71 500

Communication skills in early childhood

Study to develop a guide to the appraisal and fostering of language development for teachers' use, to survey materials or to develop new materials for stimulating child/adult dialogue and fostering programmes including TV series, to study the experiences and skills which seem to be necessary pre-runners to reading and writing. This study will involve many teachers in the practical aspects of the project through working parties in several areas of the country.

ISBN 0 7049 0298 2

Printed at the College of Estate Management Reading